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AUTHOR Murray, Lane
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ABSTRACT

The Windham School System implemented a pilot project designed to provide bilingual vocational training to limited English-speaking adults in a correctional setting. Inmate students enrolled in Windham bilingual academic classes on the Eastham Unit of the Texas Department of Corrections were interviewed, and procedures for student screening and subsequent placement into existing vocational classes were developed and implemented. A vocational academic teacher was hired to provide 6 hours of language training each week as a supplement to their 30 hours of weekly vocational training. Coordination was effected between the vocational trades instructors and the vocational academic teacher to incorporate vocational terminology into the language training class. Relevant vocational materials in Spanish were provided as supplements to the vocational trades curriculum. Ten limited English-speaking adult inmate students were placed into five vocational trades classes. They reported no dissatisfaction with their vocational placement. Their functional reading levels in English consistently improved, but reading deficiency was continually cited as the major impediment to learning in the vocational classroom. Acquisition of trade skills progressed satisfactorily. Program expansion would require increased roles of the administrators and instructors. (Appendixes include descriptions of screening tests and vocational materials translated into Spanish for the project.) (YLB)

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FINAL REPORT

Project No.: 11230110

A PROGRAM TO PROVIDE VOCATIONAL TRAINING
TO LIMITED ENGLISH SPEAKING ADULTS IN
A CORRECTIONAL SETTING

Conducted Under
Section 132 of Public Law 94-482

The project reported herein was performed pursuant to a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency. Institutions undertaking such projects under state and/or federal sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official U.S. Office of Education nor the Texas Education Agency's position or policy.

Lane Murray, Ed.D.

Windham School System

Texas Department of Corrections

P.O. Box 40

Huntsville, Texas 77340

August 31, 1981

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SUMMARY

Introduction

This is a report of the pilot project phase of a program designed to provide bilingual vocational training to limited English speaking adults (LESA) in a correctional setting.

Time Period

September 1, 1980 was the officially designated starting date while August 31, 1981 was designated as the official closing date for the pilot project phase.

Goals and Objectives

The approved goals of the pilot project were: to identify, formulate, or both, vocational curriculum goals and objectives which pertain to bilingual vocational training for limited English-speaking adults in a correctional setting; to prepare and pilot test new curricula, instilling the goals and objectives necessary to successfully complete the program; to develop and pilot test new learning activities; to identify, develop, and test teaching methods that will assist mono-language teachers to instruct limited English-speaking adults in vocational education.

Procedures

A new project coordinator was selected and established on site to initiate the pilot project. The Eastham Unit of the Texas Department of Corrections was designated to host the pilot project phase of the program. Inmate students enrolled in Windham bilingual academic classes on the unit were interviewed by the project coordinator, and procedures for the screening and subsequent placement of inmate student applicants into existing Windham vocational classes at the Eastham Unit were developed and utilized. A vocational academic teacher was hired to provide six clock hours of language training each week to LESA inmate students as a supplement to their thirty clock hours of weekly vocational training. Coordination was effected between the vocational trades instructors and the vocational academic teacher to secure vocational word lists and job sheets necessary to incorporate vocational terminology into the language training class. Relevant vocational materials in Spanish that were identified and purchased during the research phase of the project were made available to the vocational trades instructors as supplements to their curriculum.

Shop safety handouts and related safety tests were translated into Spanish to insure understanding of, and compliance with, established safety rules and procedures. The vocational and academic aspects of the pilot project were monitored by the project coordinator toward resolving instructional difficulties. Additional bilingual vocational materials were reviewed and purchased to off-set instructional needs.

Results

Ten limited English-speaking adult (LESA) inmate students who qualified as being eligible for bilingual education under existing state and local school district guidelines were placed into five Windham vocational trades classes at the Eastham Unit of the Texas Department of Corrections during the time period designated for the pilot project. The LESA inmate students constituted twelve and one half percent of the enrollment of each vocational class. The assessment and placement instruments identified, reviewed, and utilized to enroll LESA inmate students in their respective trade areas appear to provide valid data upon which to evaluate a likelihood of success for a student choosing a particular vocational endeavor. Of the original ten students only one has been lost through normal attrition (parole), and the remaining nine have reported no dissatisfaction in their vocational placement. Acquisition of trade skills by LESA inmate students has progressed satisfactorily along established work performance criteria at the trade application levels and has appeared only to be hampered during the instructional phases by their lack of reading skills in English and/or oral language comprehension. Achievement test scores compiled on those LESA inmate students having been afforded at least six months of language training in the academic classroom indicate gains in performance levels for reading and mathematics.

Evaluation

Monitoring of the progress of LESA inmate students in the vocational trades and academic portions of the course work has undertaken to determine program effectiveness and feasibility. Pre-test/post-test summaries utilizing language assessment instruments and oral reading scales were accumulated to measure the development of linguistic competencies in English. Criticisms solicited from the vocational and academic staff regarding student placement competencies, and attitudes as well as view-points on curriculum support needs to maintain the bilingual portion of the vocational program were noted and compared to form a realistic overview of the impact of bilingual vocational training upon existing instructional resources. Follow-up activities required by Federal law on vocational students having completed their training and having been released from prison were examined for identifying and including of LESA inmate students for completing vocational training.

Conclusion

On September 1, 1980 the Windham School System implemented a pilot project designed to provide vocational training to limited English-speaking adults in a correctional setting. As a result of this endeavor a model now exists for system-wide implementation utilizing existing resources and facilities to effectively screen, place and train prospective students linguistically handicapped in English.

PROBLEM AREA

Background

The Windham School System was established by Texas Senate Bill 35 for the purpose of identifying and serving the educational needs of persons incarcerated in the state correctional facilities operated by the Texas Department of Corrections (TDC). The mission of this unique school system is to establish, operate, and maintain an educational program designed to provide opportunities for its students to acquire academic and/or vocational skills and knowledge sufficient to enable an adult to function productively upon his return to society.

Of the more than 30,000 inmates presently incarcerated in TDC correctional units, approximately 3,000 are identifiable as being handicapped, limited English proficient (LEP), disadvantaged, socially deprived, undereducated, and underemployed. Inmates with limited English proficiency have generally had a reduced opportunity in the free world to advance in educational growth. Recidivism within the correctional setting indicates that adults who have violated society's laws will continue to abuse the rights of other individuals unless they are afforded the proper training and treatment to prepare them for a successful place in the world of work.

Many LEP correctional students reflect characteristics of strong cultural ties but have low educational achievement along with a poor self-image. Vocational training is a strategy that could help meet the needs of these inmates. A large number of the adults that enter the Texas Department of Corrections are lacking in the educational, vocational, and social skills necessary for obtaining and maintaining gainful legal employment. The Division of Research of TDC estimates the average educational achievement of offenders to be at the fifth and sixth grade levels, with at least seventy-seven percent of those incarcerated lacking actual work experience. While no single program can benefit the inmate in the categories stated above, a language-oriented vocational effort by the Windham School System could provide pre-employment training and treatment to the LEP disadvantaged to prepare them for a successful return to society.

Rationale

Bilingual education is a vehicle by which limited English-speaking students are offered learning opportunities to overcome their language difficulties and to provide appropriate language support materials utilizing beginning instruction in the student's dominant language. Incarcerated students with limited English-speaking ability need transitional language instruction which would prepare them for

employment. It entails an approach whereby the students eventually function in their second language.

In May, 1980, the Windham School System submitted a project renewal proposal to the Research Coordinating Unit, Department of Occupational Education, Texas Education Agency, requesting an additional year of funding to initiate a pilot program to provide vocational training to limited English-speaking adults (LESA) in a correctional setting. The target population identified for participation in this operational phase was of Hispanic origin, limited English proficient, and housed at a TDC correctional facility offering a variety of academic and vocational courses under the tutelage of Windham School System instructors. The rationale was to develop a fictional apparatus of program entry and exit suitable for incorporation throughout the school system as a decisive step toward providing vocational training for the limited English proficient segment of the prison population.

Original Proposal

In its original proposal for vocational program improvement and supportive services submitted to the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, the Windham School System submitted these determinations:

Windham School System vocational educators believe that a program in bilingual vocational education could provide successful pre-employment training for those individuals literate in the Spanish language but lacking in English communication skills.

Bilingual education does not mean presenting facts, information, and skills in a non-English language only. It is an approach that utilizes a dominant language to enable a student to eventually function in a second language.

The bilingual vocational program must be established to supplement regular vocational programs within the Windham School System.

The primary goal of the vocational bilingual program of the Windham School System is to provide vocational instruction to limited English-speaking adults in a correctional setting.

It is anticipated that after successful completion of the Windham vocational bilingual instruction, the student will be able to secure gainful employment in the free world.

Previous Studies

Under a contract with the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, extending over the period of September 1, 1979, to August 31, 1980, the Windham School System conducted the initial phase of endeavor conceptualizing a program to provide vocational training to limited English-speaking adults in a correctional setting. This was primarily, and of necessity, an investigative step to collect information about extant correctional treatment programs providing bilingual vocational training, to identify commercially produced instructional materials adaptable to, or otherwise supportive of, the development of a bilingual component within the existing Windham vocational curriculum, and to formulate a basis for the implementation of a pilot project within the school system toward assisting Spanish language dominant inmates to acquire marketable skills.

Analysis of the compiled institutional survey data ascertained that bilingual vocational programs were in progress in at least two Federal prisons having sizeable Hispanic populations: the La Tuna Federal Correctional Institution in Texas and the El Reno Federal Correctional Institution in Oklahoma. These appeared to be independently developed efforts to treat large target populations and to be succeeding in large part due to the availability of vocational instructors fluent in both Spanish and English.

Examination of solicitations from publishing houses revealed no readily available sources of suitable bilingual textual materials appropriate to the vocational training of LESA inmate students within the framework of the existing Windham vocational curriculum. However, a number of technical and shop manuals in Spanish were scrutinized and procured during the course of the study as potentially useful supplementary materials for the Windham vocational trades areas anticipated to participate in the pilot test phase.

Definitions of Terms

Throughout this report, the terms "vocational trades instructors", "academic teacher", "competency", "criterion-referenced/performance-based test", and the acronyms "LESA/LEP" are frequently employed. These terms are defined below in the manner in which they specifically apply to the pilot project.

Vocational trades instructors - Those individuals with primary responsibility for providing instruction in the occupational skills areas such as cabinet making, interior finishing, electrical trades, auto mechanics, and farm equipment repair.

Academic teacher - The individual with primary responsibility for providing instruction toward improving the general and job-related English language proficiency and mathematical ability of LESA Trainees.

Competency - a functional ability in the performance or behavioral domain demonstrated by trainees as proof of mastery of an academic or vocational concept.

Criterion-referenced/Performance-based test - An instrument that measures an individual's status with respect to a well-defined behavioral domain with emphasis placed on the successful performance of acquired competencies.

LESA/LEP - Acronyms for Limited English-speaking Adult and Limited English Proficient used to identify those inmate students qualifying for bilingual instruction on the basis of scoring below an Agency-sanctioned proficiency level in English on an approved English language proficiency test. Further indicators of language development needs are sub-test scores of less than the fourth grade (4.0) level in reading and language on the educational achievement test employed by the Windham School System.

GOALS AND OBJECTIVES

Overall Goal

The overall goal of the Windham School Program is to provide the opportunity for its students to acquire the academic and vocational skills necessary for any adult to cope in the free world society.

Vocational Goal

Vocational Programs of the Windham School System develop skills for two purposes: one, for the inmate who will be in custody only a short time and will leave with salable skills so that he might take a meaningful place in free world society; two, for the inmate who will be incarcerated for a long time so that he might become a productive individual and thus be a good steward of the land, industries, and resources entrusted to TDC.

Objectives

The four approved objectives for the program to pilot test the effectiveness of a bilingual vocational training program for limited English-speaking adults in a correctional setting were:

1. To identify, formulate, or both, vocational curriculum goals and objectives which pertain to bilingual vocational training for limited English-speaking adults in a correctional setting.
2. To prepare and pilot test new curricula, instilling the goals and objectives necessary to successfully complete the program.
3. To develop and pilot test new learning activities.
4. To identify, develop, and test teaching methods that will assist mono-language teachers to instruct limited English-speaking adults in vocational education.

Learner Outcomes

Two perceived learner outcomes resulting from participation in the pilot project were: (1) the acquisition of vocational skills; (2) the development of English language proficiency to the extent necessary to utilize the acquired vocational skills.

Initial Considerations

The scope of the pilot project required the establishment of a preparatory time frame sufficient to accomodate on-site establishment of project personnel, teacher orientation, student procurement, testing, and placement, and the adaptation of, and assistance with, instructional software. The developmental allocations in relation to scheduled Windham vocational trades courses at the Eastham Unit were:

Winter Schedule		
Course	Starting Date	Preparatory Time
Cabinet Making	01/20/81	Four Months
Electrical Trades	01/20/81	
Interior Finishing	01/20/81	
Spring Schedule		
Auto Mechanics	05/04/81	Four Months
Farm Eqpt. Repair	05/04/81	

The following are lists of considerations for project implementation initially selected in support of each of the approved objectives. These considerations were annotated at appropriate intervals to denote the anticipated involvement of Windham administrative and instructional personnel and to designate the utilization of curriculum support services available to the school system. Based largely on the Kirschner Associates, Inc. study for bilingual vocational program development, these early considerations and role assignments were later reevaluated and amended somewhat to conform with personnel and resources readily available, or otherwise easily procureable, within the school system, for timely implementation of the pilot program at the Eastham Unit. The revised procedures have been incorporated into the methodology outlined in the general project design portion of this report.

OBJECTIVE I

Identify, formulate, or both, vocational and language curriculum goals and objectives which pertain to bilingual vocational training for limited English-speaking adults in a correctional setting

CONSIDERATIONS

(Vocational Curriculum Specialist)

- (1) List the goals and objectives of the trades programs.

- (2) Identify the major sections or units of the trades programs.
- (3) Select the performance objectives for each unit of the trade programs.
- (4) Sequence the skills and tasks in the order in which they will be taught for each unit.
- (5) Develop unit plans.

(Academic and Vocational Trades Teachers)

- (6) Select key English vocabulary and language structures to be taught in each unit.
- (7) Identify special learning problems limited English-speaking trainees may encounter.
- (8) Plan the points at which the skills or tasks may be assessed.
- (9) Estimate the amount of time required for trainees to learn each skill or task.
- (10) Estimate the amount of time for the trainees to learn the skills and tasks in each unit.
- (11) Adjust units so that all essential skills and tasks may be learned in the time available for the program.
- (12) Evaluate the course outline comparing it to course outlines developed for other similar programs.

OBJECTIVE 2

Prepare and pilot test new curricula, instilling the goals and objectives necessary to successfully complete the program.

CONSIDERATIONS

(Academic Bilingual Teacher)

- (1) Determine the English language proficiency

level of the trainees.

- (2) Determine the native language proficiency of the trainees.

(Vocational Counselor)

- (3) Determine the job-related abilities of the trainees.

(Project Coordinator and Vocational Curriculum Specialist)

- (4) Identify instructional materials in the trainees' native language.
- (5) Identify materials in both English and in the trainees' native language.
- (6) Determine the reading level of all materials.
- (7) Select materials with maximum use of pictures and diagrams and accompanying audio-visual aids.

(Project Coordinator, Vocational Trades Teachers, and Vocational Curriculum Specialist)

- (8) Select materials that can be readily adapted for use with limited English-speaking trainees.
- (9) Develop illustrated materials to be used as hand-outs.

(Project Coordinator and Media Center Personnel)

- (10) Translate only the most difficult sections of the materials into the trainees' native language.

OBJECTIVE 3

Develop and pilot test new learning activities.

Considerations

(Academic and Vocational Trades Teachers)

- (1) Develop a list of words relating to tools and equipment, procedures, and materials and supplies used on the job.

- (2) Select a minimum number of the words to be included on the vocabulary lists.

(Project Coordinator, Academic Bilingual Supervisor, and Media Center)

- (3) Translate the most important and the most frequently used words on the job into the trainees' native language.

(Academic Teacher)

- (4) Sequence the teaching of the job-related vocabulary according to the skills and tasks to be taught in a vocational lesson or unit.

(Student Activity)

- (5) Develop definitions in English for all words on the list.

(Vocational Trades Teacher)

- (6) Revise the lists as needed.

(Project Coordinator and Vocational Media Center)

- (7) Develop safety signs in both the trainees' native language and in English to be used on the training site.
- (8) Construct performance tests and written tests to measure understanding of safety instruction.

(Vocational Trades Teachers)

- (9) Assist the academic instructor in coordinating language instruction with vocational instruction.

(Academic Teacher)

- (10) Sequence job-related language instruction to meet the needs of the trainees in the vocational skills programs.

(Academic and Vocational Trades Teachers)

- (11) Coordinate vocational and language instruction at least on a weekly basis.

(Vocational Trades Teachers)

- (12) Submit a list of job-related vocational terms to be used by the academic teacher prior to the vocational skills lesson that requires the use of the terms.
- (13) Explain lesson plans to the academic teacher, as needed.
- (14) Share occupational materials with the academic teacher.
- (15) Arrange for the academic teacher to observe vocational skills training, as appropriate.

OBJECTIVE 4

Identify, develop, and test teaching methods that will assist mono-language teachers to instruct limited English-speaking adults in vocational education.

Considerations

(Project Coordinator and Vocational Media Center)

- (1) Arrange for the translation of job sheets, quizzes, and pertinent sections of curriculum bulletins.

(Vocational Trades Teachers)

- 
- (2) Determine when instruction should be provided in English.
 - (3) Determine when instruction should be provided in the trainees' native language.
 - (4) Use bilingual trainees to instruct others in their native language.
 - (5) Recognize trainees' nonverbal cues (puzzled looks, hesitancy to do what is asked) that indicate a lack of understanding instruction provided in English.
 - (6) Ask open-ended questions designed to determine whether trainees have understood instruction in English.

- (7) Recognize when responses to questions indicate that trainees have not understood instruction provided in English.
- (8) Use activities that require trainees to demonstrate that they have understood instruction in English.

Limitations

A reduction in funding from \$47,216.00 as requested in the project renewal proposal to \$26,394.69 for actual operating expenses for the 1980-81 pilot program necessitated a reevaluation of implementation procedures. As indicated in the methodology presented under the general project design portion of this report, the role of the project coordinator was expanded to accommodate any actual translation into Spanish of pertinent curriculum items. Existing curriculum bulletins, hand-outs, and demonstration lesson plans developed for the Windham vocational trades classes at the Eastham Unit were utilized without modification of reading level. Instead, purchases of instructional supplies and equipment were directed toward the acquisition of supplementary materials in Spanish that were deemed supportive of the trades curricula, and emphasis was placed upon providing sufficient language training in a weekly academic classroom setting as a viable adjunct to vocational skills instruction toward improving the reading abilities of limited English-speaking trainees.

Placement of limited English-speaking trainees into vocational trades classes on the Eastham Unit was accomplished on a quota basis under the rationale that the average size of any vocational class accommodated sixteen students and that enrollments were solicited from other units within the Texas Department of Corrections as well as from the host unit population. It was determined that at least ten percent of the vocational class enrollments at the Eastham Unit would be comprised of LESA trainees participating in the pilot program.

Budgetary constraints also prompted a reevaluation of the practicality of convening a vocational advisory committee specifically developed and staffed for consultation on bilingual vocational matters. Instead, the pilot program was placed within the consideration of those presently designated Windham School System advisory committees involved with existing vocational programs.

GENERAL PROJECT DESIGN

Student Population

The Eastham Unit is a maximum security facility of the Texas Department of Corrections and is located thirty miles east of Huntsville, Texas. Unit population consists of 3100 male inmates of which more than 900 are students in the Windham School System. Inmates assigned to the Eastham Unit are generally multi-offenders in the 24-61 age bracket. Their educational achievement (EA) levels vary in grade level from 1.5 to 8.5 for those actively participating in Windham school programs on the unit. The ethnic composition of the unit population is approximately 48 percent Black, 37 percent White, and 15 percent Mexican.

Instructional Staff

The vocational department teaching staff at the Eastham Unit is White, male and monolingual in English. Records indicate that all meet Texas state teacher certification requirements and have had several years experience in teaching at their present location. The vocational skill areas taught at the Eastham Unit are cabinet making, electrical trades, interior finishing, farm equipment repair, and auto mechanics. Each Windham staff member has practiced his trade in the free world environment prior to teaching vocational education in a correctional setting.

Methodology

An informal assessment by the project coordinator of the vocational and academic facilities available at the Eastham Unit and a consideration of available curriculum support services within the Windham School System contributed to the formulation of several assumptions leading to the development of supportive tasks with roles for administrative, instructional, and resource personnel participating in the pilot project. These developmental assumptions were:

1. That an adequate number of inmates already enrolled, or on temporary back-log for enrollment, in the Windham academic bilingual classes on the Eastham Unit would be interested in, and eligible for, participation in vocational training (Table 1).
2. That guidelines and procedures existed within the Windham Vocational Department which, with modification,

Table 1

Target Population Screened for Vocational Training in January, 1981

Inmate students qualifying as LESA	50
Inmate participants approved by security	33
Inmate participants literate in Spanish*	15
Inmate participants interviewed	13
Inmate participants placed	7

*Able to complete all portions of the CTBS-Espanol
at either levels 1, 2, or 3.

could be used for the screening and subsequent placement of bilingual resident students into existing vocational programs on the Eastham Unit.

3. That a position could be created for an academic teacher at Eastham whose tasks would include the providing of supplementary instruction in mathematics and language development in a six hour weekly bloc to Windham vocational students.
4. That the academic and the vocational trades instructors would coordinate their activities throughout the training programs to include the planning of lessons and the sharing of specific language related difficulties experienced by the trainees.
5. That through such continuous coordination, the academic instructor would teach job related English vocabulary and language structures before they were needed in the vocational skills class.
6. That language proficiency requirements would vary according to the type of occupation for which the trainees were being prepared.
7. That a vocational curriculum specialist and the Windham Vocational Media Center would assist in the identifying and obtaining of audio-visual aids relevant to bilingual training in the Windham trade areas offered at Eastham.
8. That the project coordinator and the Windham Vocational Media Center would assist in the translating and reprinting in Spanish of existing specialized job sheets and curriculum bulletin excerpts deemed necessary by the vocational trades teachers for bilingual instruction purposes.
9. That the project coordinator would maintain continuous liaison with the referral, instructional, and developmental elements and agencies involved with the pilot project to assist in transitional and operational aspects of the program.
10. That the academic and vocational skills instructors would consistently evaluate student performance in their respective areas and that an over-all project evaluation could be based in part on a ratio of student achievement.

To meet the approved objectives for the pilot project within the budgetary constraints ultimately imposed upon its implementation further required the development of an operational rationale comprised of specific supporting tasks delineating functional roles. These supportive tasks and their participating elements were:

1. To identify inmate compulsory students eligible for bilingual classes:
 - a. The unit principal continually reviewed the educational achievement (EA) scores and the ethnic classification of the unit population.
 - b. The unit principal either enrolled into bilingual classes or placed on temporary back-log those inmates with Spanish surnames whose records indicated education achievement (EA) grade levels of less than 4.0 in reading and language.
 - c. The academic bilingual teacher and the project coordinator administered an approved English Language proficiency test to each inmate to further verify qualification for bilingual placement within the academic program.
2. To screen and place resident limited English-speaking adults (LESA) indicating a desire for vocational training on the Eastham Unit (Table 2):
 - a. The academic bilingual teacher and the project coordinator administered the Spanish version of the EA test to assess literacy in the Spanish language.
 - b. The academic bilingual teacher and the project coordinator established functional reading levels in English for LESA applicants through the use of an informal reading inventory.
 - c. The unit principal presented a list of interested LESA residents currently enrolled in Windham bilingual academic classes at Eastham to appropriate TDC unit administrative personnel for a review of disciplinary records, security records, and judgemental considerations of individual project participants.
 - d. The unit principal returned the list of unit approved residents to the project coordinator for further assessment.
 - e. The project coordinator administered a reading-free vocational interest inventory to the prospective LESA residents to obtain a tested, as well as a stated, vocational interest.
 - f. The project coordinator compiled test results in preparation for inmate interviews and evaluations to be conducted by the Windham vocational counselor.
 - g. The Windham vocational counselor arranged with the unit principal and the project coordinator to have all unit approved LESA applicants made available for interview and evaluation.

Table 2

Target Population Screened for Vocational Training in May, 1981

Inmate students qualifying as LESA*	36
Inmate participants approved by security	26
Inmate participants literate in Spanish	12
Inmate participants interviewed	9
Inmate participants placed	4

*Includes five inmates remaining on back-log.

- h. The Windham vocational counselor, unit principal, and the project coordinator interviewed, evaluated, and ranked prospective LESA applicants and placed them in unit vocational classes prior to the designated starting dates for the classes.
 - i. The unit principal enrolled the LESA trainees into an afternoon academic class for a weekly six hour block of instruction in language development and mathematics as an adjunct to vocational training.
- 3. To coordinate academic instruction with vocational training:
 - a. The academic teacher consulted with the appropriate vocational trades instructors to obtain the course outlines used in the vocational skills classes.
 - b. The academic teacher consulted with the appropriate vocational trades instructors to obtain essential job sheets and hand-outs distributed to students at their various shop stations.
 - c. The academic teacher consulted with the appropriate vocational trades instructors to plan instructional units paralleling chalkboard activities in the vocational shops.
 - d. The academic teacher consulted with the appropriate vocational trades instructors to sequence job related language instruction to meet the needs of trainees in the vocational skills programs.
- 4. To utilize vocabulary lists of relevant words and technical terminology developed for specific skills areas:
 - a. The academic teacher consulted with the appropriate vocational trades instructors to analyze skills and tasks toward continually up-dating job related English vocabulary lists for the trades areas.
 - b. The academic teacher employed vocational curriculum hand-outs and job sheets to develop sentence structures utilizing job related English vocabulary.
 - c. The academic teacher consulted with the appropriate vocational trades instructors to prioritize the gathered information in terms of frequency and importance of use and sequence for instruction.
- 5. To develop learning activities that stimulated the English language requirements of specific vocational trades areas:
 - a. The academic teacher worked independently with the vocational trades instructors to develop strategies for providing instruction in specialized, job related English language structures and vocabulary.

- b. The academic teacher developed instructional activities that reflected to a degree the tasks and duties usually performed in specific job areas and/or in the vocational skills classroom.
- 6. To supplement vocational curriculum materials used in specific trades areas by trainees of limited English-speaking ability:
 - a. The project coordinator translated shop rules, safety hand-outs, tests, and safety pledges into Spanish for reproduction and distribution by the Windham vocational media center.
 - b. The project coordinator provided the vocational trades teachers with appropriate technical manuals in Spanish that were acquired during the research phase of the project for use as supplementary resources.
- 7. To employ teaching methods and techniques suitable to provide vocational training to limited English-speaking adults:
 - 1. The vocational trades instructors determined when instruction provided in English was understood by the trainees.
 - 2. The vocational trades instructors utilized competent bilingual trainees to provide instruction in Spanish when instruction in English was not understood.
 - 3. The vocational trades instructors presented explanations of techniques and employed visual aids whenever possible.
 - 4. The vocational trades instructors conducted demonstrations of job skills and guided trainee practice through the use of demonstration lesson plans.
 - 5. The vocational trades instructors permitted limited English-speaking trainees to learn at an individual pace at the various job stations.
- 8. To acquire performance data for progress evaluation:
 - a. The vocational trades instructors administered and scored periodic skills tests and entered achievement levels on student progress charts.
 - b. The academic teacher utilized performance-based pretests and posttests to determine acquisition of language and mathematics skills, and a record of mastered performance objectives was kept on individual student progress records.

- c. The project coordinator compiled achievement test and reading level scores on project participants throughout the pilot program to monitor academic progress indicated by standardized tests.

9. To perform a self-assessment of the pilot project:

- a. The project coordinator developed a needs assessment with components for the following areas pertinent to bilingual vocational training in a correctional setting: recruitment, training program, instructional materials, and program management.
- b. The project coordinator periodically solicited commentary within these categories as they applied to administrative personnel, instructor personnel, and student participants toward improving program plans and performance.

Materials, Instruments, and Techniques

Under the Windham School System format for vocational training in existence at the time of this pilot project, Windham vocational students were required to complete 880 clock hours of instruction in the trade of choice. Limited English-speaking trainees attended their various trades classes in the mornings for six hours, totalling thirty clock hours of weekly vocational training within the framework of established skills curricula with selective translation into Spanish of pertinent items, as shown in Appendixes.

LESA trainees were also provided an additional six hours of academic instruction one day a week in the afternoon as a supplement to vocational training. Academic presentations were job-oriented in the areas of vocabulary study, language structure, and mathematical concepts. Remedial work in the basic academic skills areas was accomplished through individualized placement of students within the phased content areas of the Windham Communications and Mathematics curriculum bulletins upon determination of individual academic needs. Toward that end, as well as for counseling purposes, a variety of testing instruments were employed.

Achievement Tests

Several evaluative instruments were employed to determine trainees' functional levels, both in English and Spanish, in the basic skills areas. The purpose for compiling such information was to enable professional personnel to see at a glance just how each individual was functioning academically, and to use this knowledge in vocational counseling. Tests utilized specifically

for this purpose were:

1. The Tests of Adult Basic Education (TABE), Level M.

This battery of tests is useful for: obtaining pre-instructional information about an adult's status in the three basic skill areas of reading, arithmetic, and language; identifying areas of weakness among adults in these three basic skill areas; measuring an adult's growth in these basic skill areas, after a definite period of instruction; involving the individual in the analysis and appraisal of his learning difficulties; and assisting the teacher in preparing a remedial program for each individual, adapted to his special needs. A composite score compiled from sub-test scores in the basic skill areas is used by TDC to represent an inmate's educational achievement level (EA) in English (see Appendix A) (Table 3).

2. The Comprehensive Test of Basic Skills in Spanish (CTBS-Espanol), Levels 1, 2, and 3 (Table 4).

This battery of tests is designed to measure systematically those skills prerequisite to studying and learning in subject-matter courses, specifically in reading and mathematics. Performance on these tests necessarily depends on the possession of relevant knowledge and is affected by the grade level at which a skill is first introduced. The items in each of the skills areas of the CTBS-Espanol, at all levels, measure the following: the ability to recognize or recall information; the ability to translate or convert concepts from one kind of language (verbal or symbolic) to another; the ability to comprehend concepts and their interrelationships; the ability to apply techniques, including performing fundamental operations; and the ability to extend interpretation beyond stated information. A composite score compiled from sub-test scores in the basic skills is used by TDC to represent an inmate's educational achievement (EA) level in Spanish (see Appendix B).

Screening Instruments

Instruments other than achievement tests utilized for screening and placing limited English-speaking adults into vocational trades classes on the Eastham Unit were:

1. The Language Assessment Scales II (LAS II)

This is an English Language proficiency test approved by the Texas Education Agency. It is currently being used by the Windham School System to determine the language

Table 3

Tests of Adult Basic Education (TABE) Sub-test Scores in Reading and Arithmetic

Participants by Trade	10/80		02/81		06/81	
	Read.	Arith.	Read.	Arith.	Read.	Arith.
Cabinet Making	3.6	5.0	4.4	5.0	PAROLED	
Cabinet Making	4.5	5.1	4.5	4.9	4.6	4.7
Elec. Trades	5.3	6.0	5.8	6.4	5.7	6.8
Elec. Trades	3.7	6.5	4.4	6.7	4.2	6.7
Int. Finishing	5.2	5.6	5.4	6.4	5.3	6.5
Int. Finishing	2.8	5.0	4.0	5.6	3.3	6.1
Auto Mechanics	NOT TESTED		3.7	6.1	3.2	6.4
Auto Mechanics	NOT TESTED		3.8	4.0	4.8	4.1
Farm Eqpt. Repair	NOT TESTED		3.7	4.4	4.1	4.6
Farm Eqpt. Repair	NOT TESTED		3.0	4.9	3.1	4.7

Table 4

Literacy Levels in Spanish as Measured by the Comprehensive Test of Basic Skills (CTBS-Espanol) with TABE Overall Comparison

Participants by Trade	CTBS Level	Mo./Yr.	CTBS Sub-Test Scores		CTBS Total	TABE Total on record at time*
			Read.	Arith.		
Cabinet Making	1	10/80	2.4	3.6	3.0	4.4
Cabinet Making	1	10/80	2.2	3.5	2.9	4.8
Elec. Trades	1	10/80	8.9	5.8	7.3	5.0
Elec. Trades	1	10/80	5.6	6.8	6.2	5.1
Int. Finishing	1	10/80	9.8	5.3	7.6	4.9
Int. Finishing	1	10/80	3.6	3.6	3.6	4.4
Auto Mechanics	1	04/81	6.5	6.5	6.5	4.3
Auto Mechanics	2	04/81	6.6	4.2	5.4	2.0
Farm Equip. Re- pair	1	04/81	4.6	3.6	3.5	3.7
Farm Equip. Re- pair	1	04/81	3.7	3.9	3.8	3.9

*Although the TABE is administered every four months throughout the Windham School System, individual composite scores often fluctuate. For record purposes, Windham students are credited with the highest total score achieved during their academic enrollment.

dominance of students in accordance with the Texas State Plan for Bilingual Education. The LAS II is designed to help the bilingual educator get an overall picture of oral linguistic proficiency based on the student's performance in the following four areas: auditory discrimination, vocabulary, phoneme production, and oral expression. An overall raw score lower than 82 for these areas indicates classification as a limited English-speaking adult (LESA) and eligibility for academic bilingual classes (see Appendix C).

2. The AAMD-Becker Reading-Free Vocational Interest Inventory

This is a non-reading vocational preference test requiring no verbal symbols or written statements to be interpreted by examinees. Instead, illustrations or drawings having occupational significance are presented in forced-choice format for selections. Presenting pictured activities of individuals engaged in clearly illustrated job tasks circumvents the reading comprehension barrier for those individuals with limited verbal or reading ability. Although designed for use with mentally retarded persons, the AAMD-Becker was deemed appropriate for this project due to its non-verbal arrangement, interest area content, and the measured intelligence quotients (IQ's) of the project trainees, who, with few exceptions, tested out at 70 or below on the BETA II test administered by TDC. The version of the AAMD-Becker instrument designed for males provides scores in eleven interest areas and was used to identify areas and patterns of interest to aid in the vocational counseling of the trainees (see Appendix D). (Table 5).

3. The Windham School System Vocational Questionnaire

This is a tool employed by the vocational counselor during the interview phase to obtain information from prospective trades students regarding previous academic accomplishments, vocational training, and history of work performed while incarcerated and also in the free world environment. An adjunct to the questionnaire is a mathematics test to briefly assess competencies in basic numerical operations and in linear and liquid measurement. An applicant rating on a scale of 1 to 5, with 1 as the highest assessment, is determined for each applicant by the vocational counselor after individual consultations. A ranking of students within the available programs is obtained, and eliminations are made if classes are over-subscribed.

Reading and Mathematics Assessments

In order to maintain an up-to-date reading assessment of trainees at other than the four month intervals of achievement testing, an Informal Reading Inventory (IRI) was administered as a general indicator of reading ability in English at the initial, medial, and final stages of participation in the pilot project. Also, since inmate students with limited English-speaking ability experienced difficulty with academic reading material that was on their present grade levels indicated by the TABE, it was necessary to determine at what levels the students were able to function independently. As that segment of the inmate population served by this project tended to be test-shy, an Informal Reading Inventory served as a viable alternative to a more formal instrument in obtaining individual instructional reading levels. Inventories examined at various stages of project development were:

1. The Slosson Oral Reading Test (SORT).

This is a commercially produced reading inventory designed to be given individually and based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the reading level obtained from testing represents median or standardized school achievement. The test boasts a reliability coefficient of .99 (test-retest interval of one week) to show that it can be used at frequent intervals to measure progress in reading, provided that no specific coaching with the particular content words has been given. Although analysis of the types of student pronunciation errors made can indicate areas of reading weakness, the SORT was primarily used by the project coordinator as an over-all indicator of reading level improvement throughout the academic portion of the pilot project.

2. The San Diego Quick Assessment.

The graded word list comprising this test has two uses:

- (1) to obtain an estimated reading level of a student;
- (2) to detect errors in word analysis. This latter feature providing for a functional analysis of student errors for remedial instruction suggested the use of the test within the academic classroom as a diagnostic tool for language development. The San Diego Quick Assessment is a non-commercial non-copyrighted inventory and is reproduced in Appendix E.

Table 5

Frequency of Response to the Eleven Male Interest Areas of the AAMD-Becker Reading-Free Vocational Interest Inventory

Responses of 22 LESA inmate students interviewed.

<u>Male Interest Area</u>	<u>1st Choice</u>	<u>2nd Choice</u>
1. Automotive	4	5
2. Building Trades	3	4
3. Clerical	2	1
4. Animal Care	1	0
5. Food Service	2	0
6. Patient Care	2	1
7. Horticulture	0	4
8. Janitorial	3	1
9. Personal Service	1	3
10. Laundry Service	2	3
11. Materials Handling	2	0

Responses of 11 LESA inmate students placed.

<u>Male Interest Area</u>	<u>1st Choice</u>	<u>2nd Choice</u>
1. Automotive	2	2
2. Building Trades	1	2
3. Clerical	2	1
4. Animal Care	0	0
5. Food Service	1	0
6. Patient Care	2	1
7. Horticulture	0	1
8. Janitorial	0	1
9. Personal Service	0	2
10. Laundry Service	2	1
11. Materials Handling	1	0

An assessment of the trainee's mathematics ability to determine the appropriate instructional phase within which he would initially best be able to function was accomplished by administering a Mathematics Placement Test developed within the Windham Curriculum Department. The purpose was to utilize the extant mathematics curriculum bulletin with its phased, criterion-referenced content as a teaching resource in coping with the demands of vocational mathematics in the academic classroom.

RESULTS AND ACCOMPLISHMENTS

An Agency approved English language proficiency test (LAS II) was administered to the enrollments of three academic bilingual classes on the Eastham Unit to verify eligibility within TEA guidelines for classification as limited English-speaking adults (LESA).

A list of fifty Spanish speaking inmate students qualifying as LESA was submitted to security personnel on the unit for assessment for program participation approval as the first step in the screening process for student selection.

The Spanish version of the educational achievement test (CTBS-Espanol), Levels I and II, was completed by fifteen of thirty-three programs approved students and registered functional levels in Spanish vocabulary, reading comprehension, and in mathematics computations, concepts, and applications.

A reading-free vocational interest inventory (AAMD-Becker) was administered to the same group of Spanish literate LESA inmate students to assess a tested vocational interest in conjunction with a stated vocational interest.

An academic instructor was hired with the specific intent of affording a weekly six hour block of academic instruction to LESA and other vocational inmate students not having a verified highschool or highschool equivalency diploma.

A vocational remedial checklist was developed by the project coordinator to facilitate in-put from the vocational trades instructors to assist in identifying the academic needs of LESA and regular inmate vocational students (see Appendix F).

An informal "screening and placement committee: consisting of unit principal, the Windham vocational counselor, and the project coordinator was convened and interviewed thirteen qualified LESA candidates for placement into three Eastham vocational trades classes scheduled to begin in January, 1981.

Seven of the thirteen LESA inmate students were successfully placed in these skills areas: Cabinet Making, 3; Interior Finishing, 2; Electrical Trades, 2. Of the three placed in Cabinet Making, one was removed by unit security personnel before the class convened because of an infraction of unit disciplinary regulations. As a result of these placements, LESA inmate students comprised twelve and one-half percent of each vocational class.

Final placement of the seven LESA inmate students resulted from an "applicant rating" initially obtained by the Windham vocational counselor by means of a student questionnaire, a mathematical ability survey, and through individual consultations. In an expanded interview phase, a collective "rating" on each applicant was solicited from the entire screening and placement committee for the ranking of students for available openings in the three trades areas.

Qualified LESA inmate students not selected for bilingual vocational training at the time were placed on back-log for consideration for enrollment in vocational classes scheduled to begin on the Eastham Unit in the Spring of 1981.

Both a general shop safety information sheet and a general shop safety test, required of all Windham vocational students, were translated into Spanish by the project coordinator (see Appendix G).

A shop safety statement, required of all Windham vocational students as an affidavit denoting understanding of safety instruction, was translated into Spanish by the project coordinator (See Appendix H).

The project coordinator assisted the vocational trades instructors in administering vocational curriculum tests (safety, tool identification, and skills) and performed such other tasks as were required to keep the project moving.

The academic teacher and the project coordinator established functional grade levels in reading and spelling for the LESA trainees, selected language development materials, and determined individual placement levels within the Windham mathematics curriculum relative to the weekly six-hour block of individualized remedial academic instruction supplementing LESA vocational training.

Coordination between the academic teacher and each of the vocational trades instructors was initiated on a progressive basis through the utilization of a check list of academic deficiencies noted within the vocational classroom setting. By periodically submitting these reports on the perceived needs of their individual students, the vocational trades instructors provided a continuing rapport with the academic teacher toward resolving areas of academic deficiency.

Skills-related shop manuals and technical references in Spanish, acquired during the research phase of this project, were made available to the appropriate vocational trades instructors for use as supplementary materials. Additional resources in Spanish were identified and purchased for those vocational areas not adequately served (See Appendix I).

Progress of the LESA trainees in their respective trades classes was monitored by the project coordinator through instructor consultations, observation of student performance at job stations, and examination of student progress charts.

Four additional qualified LESA inmate students were placed in two skills laboratories at Eastham in May, 1981. The testing, screening, and placement procedures previously employed were found adequate without modification, although additional recruitment of LESA candidates from the academic bilingual classes on the unit was necessary due to the normal attrition of correctional students through parole, discharge, or reassignment within the TDC facilities.

Of thirty-six LESA-qualifying candidates initially considered for bilingual vocational training in the Spring, twenty-six were ultimately approved for project participation by unit security personnel. Of that number, 12 were able to demonstrate literacy in Spanish. Nine of these were subsequently interviewed, and four were placed as follows: Auto Mechanics, 2; Farm Equipment Repair, 2.

EVALUATION

Rationale

The three major stages in a systems approach are planning, implementation, and evaluation. These are inter-related functions. The evaluation stage is vitally important to both planning and implementation. As the ends/means plan is being developed, exploratory tests are made of the various design elements; and as the functions which make up the total system are put into operation, evaluations are made of each function. Finally, the field test is made under real-life conditions when the complete system is operating. The results of these evaluative considerations can have the effect of making modifications to improve planning, as well as making modifications to improve the system implementation.

Formulative Evaluation

Formulative evaluation of the pilot program was done as an on-going procedure comparing in-put and process data against project design and checking progress toward realizing approved program objectives. This step included the examination, modification, and development of procedures, instruments, and instructional software in the areas of:

- a. student identification, screening, and placement
- b. curriculum support in Spanish for the skills component
- c. remedial support in reading and mathematics for the academic component

Needs Assessment

To determine if program objectives were being achieved and to determine if the learning environments of the skills and academic components of the training program were conducive to satisfying the perceived learner outcomes of acquiring competency in both English and vocational skills, a self-administered needs assessment (see Appendix J) was periodically utilized to obtain feedback from the functioning components toward enhancing program modifications and refinements. Categories assessed, and the rationale for their inclusion, were:

Recruitment - Recruiting procedures are critical to the success of an on-going project. The manner in which trainees were recruited and kind of trainees accepted as a result of recruitment should be consistent with the project objectives.

Training Program - Sub-categories are Coordination of Instructional Components, Skills Development, and the coordination between the academic and vocational skills components in determining student needs, sharing job-related instructional materials, and in monitoring student progress within the program components. Both the skills and academic development components of the training program should be performance-based in that:

Precise objectives are stated in behavioral terms.

The criteria to be applied in assessing the competencies are made explicit.

Students are held accountable for meeting these criteria.

Training needs are based on each student's level of mastery of the objectives.

The length of time that trainee's can take to achieve mastery in the competencies can vary, although all students must achieve at least the minimum level of mastery.

Instructional Materials - Sub-categories are Skills Development and Academic Development. The adequacy of available materials for instructing LESA trainees should be considered in the terms of content appropriateness, ease of readability, and possible adaptability to an oral approach for dissemination. The inclusion of job related terminology as part of the language development activity within the academic development component is essential.

Program Management - For the purpose of this project, the role of the project coordinator assumed the managerial overtones of organizer, consultant, and assessor. The program's unique organization and administration dictated a continuing need for rapport between both its coordinating and its operating elements.

Findings

1. LESA trainees recruited through the pilot program and placed within their skills areas of choice are likely to complete their vocational trades training.
2. LESA trainee functional reading levels in English consistently improved throughout the training program (see Table 6, Periodic Reading Appraisal); however, deficiency in reading was continually cited on the needs assessment surveys as the major impediment to learning within the vocational classroom. This problem was particularly troublesome in the area of reading assignments in textbooks supplementing the skills curricula and in interpreting written evaluative instruments administered to measure comprehension of skill fundamentals.
3. Most of the LESA trainees did not function at a sufficient reading level in Spanish to be able to rely wholly on technical materials in that language as transitional aids to their counterparts in English.
4. The competency-based, criterion-referenced academic and vocational curriculum bulletins offer the best approach to personalized instruction at a learning rate best suited to meet the needs of the LESA trainee.

Summative Evaluation

An evaluation of product outcome to assess the effect or impact of the bilingual vocational training program upon the LESA participants can best be accomplished by their inclusion in the Windham Vocational Follow-Up Program operated under Federal guidelines to determine what use, if any, former correctional trainees have made of their acquired vocational skills.

Table 6

Results of Periodic Reading Appraisal using the Slosson Oral Reading Test

Participants by Trade	10/80	02/81	04/81	06/81
Cabinet Making	2.7	3.3	3.8	PAROLED
Cabinet Making	4.7	4.9	5.1	5.3
Elect. Trades	4.4	5.0	5.3	5.5
Elect. Trades	3.7	3.9	4.1	4.4
Int. Finishing	5.9	5.9	6.1	6.3
Int. Finishing	1.5	2.3	2.7	3.0
Auto Mechanics	NOT TESTED	4.0	4.3	4.6
Auto Mechanics	NOT TESTED	3.3	3.6	4.0
Farm Eqpt. Repair	NOT TESTED	2.5	3.1	3.7
Farm Eqpt. Repair	NOT TESTED	2.8	3.0	3.2

CONCLUSIONS

The segment of the correctional population targeted for inclusion in the pilot program was properly diagnosed as being Limited English Proficient (LEP) and was found to meet Agency and Windham School System guidelines for classification as Limited English-speaking Adults (LESA).

As a result of the developmental achievements of the pilot program, viable procedures now exist for the identification, screening, and placement of LESA correctional trainees into Windham vocational trades courses regardless of student academic achievement levels in English.

Examination of Appendix K, Educational Program Offerings, and a comparison of its contents with the findings arranged in Table 5, Vocational Interest Area Responses, indicates that the Windham School System currently offers a sufficient variety of training and treatment programs throughout the Texas Department of Corrections palatable to the LEP segment of the correctional population.

The academic component of the bilingual vocational training program is vital to the successful realization of the perceived learner outcome of acquisition of English proficiency sufficient for utilization of acquired vocational skills. Besides affording remedial assistance, the academic component must also provide supplementary language development paralleling on-going shop activities. As was indicated in the needs assessment survey, the LESA correctional trainees have been progressing satisfactorily along established work performance criteria at the trades application level, and have appeared only to be hampered during the instructional and assessment phases of course work by their lack of recognition and comprehension of shop terminology in English in conjunction with their general language deficiencies. A remedy within the academic component has been the individualized study of programmed terminology taken from word lists compiled for the various trades areas.

The commercially produced textbooks currently adopted to supplement the Windham vocational trades curricula are at reading levels far in excess of the capabilities of most correctional LESA trainees. The instructional backbone, however, of each Windham vocational course is in its comprehensive performance-based, criterion-referenced curriculum bulletin replete with illustrated, step-by-step hand-outs and job sheets having readability features and oral applications well suited to bilingual training. Instruction is presented via a demonstration lesson plan format emphasizing performance objectives, and, with the additional development of pertinent word lists for the trades areas, instructional tools now exist that are applicable to both the academic components of a bilingual vocational training program.

As projected in Tables 1 and 2, Target Population Screened, LESA correctional students indicating some degree of literacy in Spanish constituted less than half of the total of unit-approved participants tested for competency in that language. Examination of Table 4, Literacy Levels in Spanish, further indicates that only half of those

LESA trainees actually participating in the pilot program were functioning at above a fifth grade reading level in Spanish. The conclusion is that only selective translation into Spanish of curriculum items determined by the trades instructor to be particularly troublesome to LESA trainees would be worthwhile. A provision for peer-group learning within the skills component of the bilingual vocational training program in the sense of the more literate LESA trainee assisting the less advanced in their dominant language helped to resolve interpretation and translation difficulties experienced within the mono-lingual classroom environment.

The development of a relevant teacher in-service training program for instructor personnel participating in the bilingual vocational program should be an item of highest priority. The Eastham vocational teaching staff, while being monolingual in English, have nevertheless cooperated fully in meeting the objectives of the pilot project and have been sensitive to, and considerate of, the special instructional needs of the LESA trainees. Provision of English-as-Second Language (ESL) training to the academic and vocational skills instructor components would serve to stimulate professional growth within the teaching ranks and to underscore the school system's commitment to provide quality education through all of its programs.

The perceived learner outcomes of vocational skills acquisition and functional English language development are valid expectations within the operational framework of the pilot program. A model now exists that can be further refined and adapted to serve as the basis for system-wide implementation of bilingual vocational components within existing Windham vocational trades programs.

IMPLICATIONS

Expansion of bilingual vocational training within the school system will require the participation of additional in-house administrative, instructor, and resource personnel. Provision will have to be made for the engaging of contractual consultive personnel to meet in-service needs. A new set of objectives will have to be formulated to accomodate the expansion.

It will be the responsibility of the project coordinator to assist Windham administrative, resource, and instructor personnel in their role assignments within the system-wide expansion of the bilingual vocational program and to submit the required reports to the Texas Education Agency.

It will be the role of the Windham Vocational Director:

- a. monitor developmental, operational, and administrative aspects of the bilingual vocational training programs on selected units to facilitate the introduction of limited English proficient (LEP) inmate students into vocational learning environments.
- b. provide vocational counselors to participate in the screening and placement of unit approved inmate students into vocational training programs.
- c. arrange for inservice time for participating vocational instructors through coordination with school administrative and TEA personnel.
- d. coordinate the presentations of the educational consultant through appropriate school administrative channels.

It will be the role of the Windham bilingual supervisor to:

- a. assist in developing a centralized student identification format in conjunction with existing academic bilingual programs to advise unit principals and the Windham vocational staff of eligible inmate students.
- b. provide for the administering and interpretation of Spanish educational achievement tests and Spanish vocational interest inventory tests used in the student screening process.
- c. contribute to the development of viable program assessment instruments to insure objectivity and freedom from cultural bias.

It will be the role of the educational consultant to:

- a. provide ESL training over a prescribed period of time to regular vocational and vocational academic teachers involved in bilingual vocational training.

- b. assist in the adaptation of existing curriculum materials to meet the needs of LESA inmate students.

It will be the role of the unit principal to:

- a. obtain unit approval for the inclusion of bilingual vocational training within the existing vocational trades being taught on the unit.
- b. submit a list of inmate students being considered for bilingual vocational training to unit security personnel for initial screening.
- c. arrange for and participate in student screening and placement action with counselor personnel from the Windham Vocational Office.
- d. provide academic language arts support to the vocational LESA inmate students.
- e. monitor interaction between the regular vocational teachers and the vocational academic teacher to insure open channels of communication regarding student academic needs as observed in the vocational classroom.

It will be the role of the vocational trades instructor to:

- a. coordinate academic presentations with the vocational academic teacher to the extent of providing the academic teacher with word lists and job sheets to be used in the language development training of the LESA inmate students within the various trades areas.
- b. report noted academic deficiencies of students to the vocational academic teacher with suggestions for remedial action.

It will be the role of the vocational academic instructor to:

- a. provide oral and written language development in English with emphasis upon terminology relative to the student's trade area.
- b. maintain liaison with the vocational trades instructors to secure necessary student progress data and curriculum items.

RECOMMENDATIONS

1. That the project designed to pilot test the effectiveness of a bilingual vocational training program for limited English-speaking adults in a correctional setting be expanded in scope and utility for system-wide implementation within the skills areas comprising the Windham vocational program.
2. That the proposed expansion be accommodated under the following program objectives:
 - a. Centralize the student identification portion of the student selection and placement process developed during the pilot project to provide a broader base from which to select and place LESA inmate students into vocational programs.
 - b. Expand the number of vocational trades areas currently serving LESA inmate students through the inclusion of selected prison units on which vocational training programs are conducted by Windham School System.
 - c. Provide reinforcement and expansion of teacher competencies for the teaching and training of LESA inmate students through consultant directed in-service, workshops, conferences, or all three.
 - d. Adapt existing curriculum materials within the vocational trades areas to meet the needs of LESA inmate students through the selective translation of key portions of narrative material and vocabulary.

APPENDIX

APPENDIX A

Tests of Adult Basic Education (TABE)
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California

The Tests of Adult Basic Education are composed of a series of tests designed to measure the basic skills involved in the areas of reading, arithmetic, and language. The tests were developed to measure those skills required in effective use of language and number, with emphasis on skills requisite to studying and learning subject matter disciplines.

The tests from Level E (Easy) to Level M (Medium) to Level D (Difficult) are designed to measure increasing advanced skills in comparable components and format, allowing for articulated measurement on advancing levels. The rationale of the tests includes the very important feature, Analysis of Learning Difficulties, to be used as a basis for planning remedial teaching tailored to the student's needs before the student advances to the next level of difficulty.

There is little direct testing of terms, facts, and rules per se; the emphasis rather is on the application of acquired knowledge of terms, facts, and rules. The Locator Test, developed for use with the TABE series, allows for an estimate of the level of the TABE series to ensure optimum measurement. In turn, the results from the battery allow for the appropriate placement of the student in learning groups and selection of educational materials for his use in overcoming deficiencies revealed by the Analysis of Learning Difficulties.

In summary, the TABE series is specifically designed to measure basic skills, not content of the various subjects pursued in school, to the end that the student may progress toward greater proficiency in using the basic number and language skills required of him daily in society.

NOTE

Adapted from the Instructors Manual for TABE

APPENDIX B

Comprehensive Test of Basic Skills (CTBS - Espanol)
CTB/McGraw-Hill
Del Monte Research Park
Monterey, California

As was the case with the TABE, the CTBS is not intended to measure achievement in specific course content as reflected in textbooks for various grade levels. It is assumed that all curricula are formulated to increase a student's competence in dealing with content of increasing difficulty. Therefore, this battery of tests aims to measure those skills common to all curricula.

The objectives of the Spanish edition of the Comprehensive Test of Basic Skills with all of its programmed levels of difficulty (Levels 1, 2, and 3) are classified under five broad intellectual processes: Recognition, Translation, Interpretation, and Analysis. The emphasis in the process dimension is on the measurement of comprehension and application of concepts and principles rather than on the measurement of knowledge per se. Within each broad classification are categories expressed in terms of specific intellectual activities. For example, in sub-test two, Reading Comprehension, under Interpretation, one specific process category is Identification of the Main Idea. Every item in each test is classified in this manner, and the overall approach to measurement within the basic skills areas parallels that of the TABE to the extent that the CTBS is a suitable counterpart as a Spanish achievement test.

NOTE

Adapted from the Instructors Manual for TABE

APPENDIX C

Language Assessment Scales II (LAS II)
Linguametrics Group
P.O. Box 454
Corte Madera, California

The Language Assessment Scales II (LAS II) provides an overall picture of oral linguistic proficiency in English and Spanish based on a student's performance across four linguistic subsystems: the phonemic system (the basic sounds of the language), the referential system (the actual words of the language), the syntactical system (the rules of making meaningful sentences), and the pragmatic system (the use of language to obtain specific goals). It also assumes that a measure of language skill must be first concerned with what the person can do and what he/she usually does.

The administration time is 10 to 15 minutes for the short form (oral comprehension and oral expression) and requires 15 to 25 minutes for the long form. An optional portion of this test assess the student's writing production and the student's ability to use the language for his/her own ends. The test is easily and quickly scored. It is administered on an individual basis, and the examiner does need to be proficient in both the English and the Spanish language.

This instrument is Texas Education Agency approved for determining the language dominance of students. Classification as Limited English Proficient (LEP) results from placement on the English version of the LAS II at lower than Level 4 (Near-fluent English) by a raw score of less than 82.

NOTE

Adapted from an unpublished report

APPENDIX D

AAMD-Becker Reading-Free Vocational Interest Inventory: Male
American Association on Mental Deficiency
5101 Wisconsin Avenue
Washington, D.C.

The version of the Inventory for males was devised to provide systematic information on the interest patterns of mentally retarded persons engaged in occupations at the unskilled and semiskilled levels. The instrument thus helps to identify areas in which individuals have vocational interests. The male version provides scores in eleven interest areas: automotive, building trades, clerical, animal care, food service, patient care, horticulture, janitorial, personal service, laundry service, and materials handling. Scores in each of the male interest areas are derived from pictorial items presented in 55 triads. In each triad, the examinee is instructed to select the one activity with each group of three presented that he would like to do most. Through the use of this forced-choice approach, individuals are, in effect, ranking each of the three items in every triad and selecting one item per triad as the activity liked best. Norm tables are categorized for appropriate selection for use in converting raw scores, and provision is made for charting interest areas on an Individual Profile depicting high and low interests.

The non-reading feature of the Inventory, the variety of vocational interest areas tested, and the inclusion of an appropriate norm table for score conversion that is applicable to institutionalized males with low IQ scores suggest the appeal of this instrument for use within the correctional environment.

NOTE

Adapted from the Instructors Manual

APPENDIX E

INSTRUMENT: SAN DIEGO QUICK ASSESSMENT

PURPOSE: To obtain an estimated reading level of a student.

ADMINISTRATION: Individual Test

The test should be presented to the student on a set of 13 index cards. One level of ten words from the master list should be typed on each card. The cards should be listed in order of difficulty but coded so that levels are not indicated to students.

SCORING: The student's estimated reading level is the highest level at which he/she missed no more than two words.

INTERPRETATION: The student's estimated instructional reading level can be obtained from this test. An indication of the word analysis skills can also be obtained by careful study of the substitutions. In order to acquire insight into skills students use in decoding unknown words, the teacher may write the pronunciation phonetically.

THE GRADED WORD LIST

The graded word list has two uses: (1) to determine a reading level; (2) to detect errors in word analysis.

ADMINISTRATION

1. Type out each list of ten words on an index card.
2. Begin with a card that is at least two years below the student's grade level assignment.
3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Apparatus might be recorded as a per' a tus.
5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.
6. Have the student read from increasingly difficult lists until he misses at least three words.

<u>PP</u>	<u>PRIMER</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADE 3</u>	<u>GRADE 4</u>	<u>GRADE 5</u>
see	you	road	our	city	decided	scanty
play	come	live	please	middle	served	certainly
me	not	thank	myself	moment	amazed	develop
at	withn	when	town	frightened	silent	considered
run	jump	bigger	early	exclaimed	wrecked	discussed
go	help	how	send	several	improved	behaved
and	is	always	wide	lonely	certainly	splendid
lock	work	night	believe	drew	entered	acquainted
can	are	spring	quietly	since	realized	escaped
here	this	today	carefully	straight	interrupt- ed	grim
<u>GRADE 6</u>	<u>GRADE 7</u>	<u>GRADE 8</u>	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	
bridge	amber	capacious	conscientious	zany	galore	
commercial	dominion	limitation	isolation	jerki	rotunda	
abolish	sundry	pretext	molecule	nausea	capitalism	
trucker	capillary	intrigue	ritual	gratuitous	prevaricate	
apparatus	impetuous	delusion	momentous	linear	risible	
elementary	blight	ascent	kinship	legality	exonerate	
comment	wrest	immaculate	vulnerable	inept	superannuate	
necessity	enumerate	acrid	conservatism	aspen	luxuriate	
gallery	daunted	binocular	jaunty	amnesty	piebald	
relativity	condescend	embankment	inventive	barometer	crunch	

ANALYSIS

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.
2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

ERROR

reversal
consonant
consonant clusters
short vowel
long vowel
prefix
suffix
miscellaneous

EXAMPLE

ton for not
now for how
state for straight
cane for can
wid for wide
improve for improved
improve for improved
(accent, omission of syllables,
etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

The Graded Word List: Quick Gauge of Reading Ability, by
Margaret LaPray and Ramon Ross. JOURNAL OF READING, January, 1969.

APPENDIX F

VOCATIONAL REMEDIAL CHECKLIST

NAME _____ TDC # _____ DATE _____

VOCATIONAL CLASS _____ TEACHER _____

PLACE A CHECKMARK IN THE BLANK BESIDE EACH ENTRY AS APPROPRIATE. ATTACH A COPY OF JOB SHEETS, HAND-OUTS, CURRICULUM GUIDE MATERIALS, WORD LISTS, ETC. THAT YOU FEEL THE STUDENT NEEDS TO WORK ON FOR YOUR SPECIFIC CLASS. IF SEVERAL STUDENTS NEED THE SAME MATERIAL, MAKE A NOTATION IN THE REMARKS SECTION SO THAT THERMOFAX REPRODUCTIONS CAN BE MADE.

READING

- _____ Poor comprehension of what is read
- _____ Cannot follow written directions
- _____ Confuses similar words
- _____ Omits words
- _____ Adds words
- _____ Poor pronunciation; attempts to analyze the word
- _____ Poor pronunciation; does not attempt to pronounce
- _____ Poor pronunciation; substitutes words or sounds
- _____ Poor reading pace
- _____ Other: _____
- _____
- _____
- _____

NUMBER CONCEPTS

- _____ Unable to recognize numerals and mathematics symbols
- _____ Reverses numbers
- _____ Difficulty with word problems
- _____ Cannot count in sequence adequately
- _____ Inadequate understanding of operational procedures (underline those appropriate) addition, subtraction, multiplication, division
- _____ Does not know carrying concept
- _____ Does not know borrowing concept
- _____ Does not know multiplication tables
- _____ Has difficulty with fractions
- _____ Cannot read a ruler
- _____ Does not know how to convert measurement (time, inches, feet, etc.)
- _____ Difficulty with percentages
- _____ Difficulty with decimals (underline those appropriate) add, subtract, multiply, divide
- _____ Other: _____
- _____
- _____
- _____

WRITTEN LANGUAGE

_____ Cannot express ideas adequately

_____ Numerous grammatical and punctuation errors

_____ Reverses letters, words, numbers

_____ Very poor speller

_____ Other: _____

REMARKS

APPENDIX G

SEGURIDAD GENERAL

HOJA DE INFORMACIÓN

- I. Términos y definiciones
 - A. La Seguridad--Estado o condición de estar seguro; libre de peligro, riesgo, o daño.
 - B. El Accidente--Incluye cualquier evento que ocurre de repente y sin intención que le causa daño a uno o a la propiedad.
 - C. Los Primeros Auxilios--La ayuda inmediata y temporaria dado a la víctima de un accidente o de enfermedad hasta que los servicios de un médico se obtenga.
- II. Colores y aplicación del código de seguridad de color
 - A. Rojo, seguridad federal--Color básico para identificación de
 1. Equipo de protección de incendios y aparato (extintor de incendio)
 2. Envases portables de líquidos flamantes
 3. Barras de parar de emergencia, botones de parar, y interruptores de parar eléctricas de emergencia de maquinaria
 - B. Amarillo, seguridad federal--Color básico para señalar
 1. Cautela y para marcar peligros físicos
 2. Envases de desperdicios para materiales explosivos o combustibles
 3. Cautela en poner en marcha, usando, o moviendo equipo que se está componiendo o en reparaciones
 4. Identificación del comienzo u origen de la fuerza motil de la maquinaria
 - C. Anaranjado, seguridad federal--Color básico para senalar
 1. Partes peligrosas de las máquinas
 2. Botones de seguridad de comienzo y partes del equipo que producen choques eléctricos
 3. Las partes descubiertas (orillas solamente) de poleas, engranajes, aparatos para cortar, y para torcer.
 - D. (Purpúreo,) seguridad federal--Color básico para señalar riesgos radio-activos.

- E. Verde, seguridad federal--Color básico para señalar
 - 1. Seguridad
 - 2. Sitio de equipo de primeros auxilios (no se aplica al equipo para incendios)
- F. Blanco y Negro, seguridad federal--Colores básicos para señalar
 - 1. Movimiento de tránsito
 - 2. Asuntos domésticos

(Nota: Se usan estos colores individualmente o en combinación)

III. Reglas para la seguridad personal

- A. Vístese en ropa apropiada para el trabajo
- B. Guarde el pelo largo antes de usar máquinas rotantes o giratorias
- C. Se usan siempre los anteojos de seguridad
- D. Quítese las corbatas antes de usar herramientas mecánicas o máquinas giratorias
- E. Quítese los anillos y cadenas antes de trabajar en el taller
- F. Pórtese bien en el taller en una manera de seguridad
- G. Use el jabón y agua frecuentemente para prevenir las enfermedades de cutis
- H. Use los cascos apropiados y los anteojos de seguridad para la soldadura

IV. Condiciones para reportar

- A. Defectos en el equipo
- B. Cualquiera condición que podría resultar en un accidente
- C. Todos los accidentes

V. Reglas generales para el taller

- A. Mantenga limpias, agudas, y de sana calidad todas las herramientas
- B. Use todas las protecciones maquinarias y otras divisas para la seguridad a excepción de la autorización específica del profesor
- C. No use ninguna máquina peligrosa sin recibir instrucciones de operarla bien en una manera segura para toda clase de operaciones
- D. Apague la fuerza motriz o fuerza eléctrica antes de ausentarse de una herramienta mecánica
- E. Fíjese an que todas protecciones a implementos mecánicos de seguridad están bien empleadas antes de poner en marcha una herramienta mecánica

- F. Desune la fuerza motriz o la fuerza eléctrica de las herramientas mecánicas antes de hacer los mantenimientos de grasa y limpiar
- G. No use solvente o líquido que puede disolver una substancia sin saber su calidad particular, como se emplea, y comp aplícarlo
- H. Use las llaves del tamaño correcto en la boca para apretar y aflojar tuercas y tornillos
- I. Mantenga limpio el suelo del taller
- J. Seca inmediatamente los líquidos derramados al suelo
- K. Ponga en los barriles metales los trapos aceitosos o basura cleosa
- L. Use cepillo para restregar basura de una máquina--no limpie con los trapos o con las manos
- M. Proteja los ojos antes de usar las herramientas abrasivas
- N. No trabaje fuera del tiempo estipulado sin la presencia del profesor
- O. Piense en la seguridad de los otros trabajadores
- P. No tire objetos en el taller
- Q. Póngese los guantes antes de tocar equipos o materiales con ángulos agudos
- R. No interrumpa a los otros que operan las máquinas
- S. Asegúrese de todo su equipaje antes de ponerlo en marcha
- T. Tenga luz suficiente para trabajar
- U. Las carretas o plataformas móviles no deben pasarse sobre ningún conductor eléctrico

VI. Métodos para mantener un taller limpio y seguro

- A. Máquinas y equipos arreglados para permitir prácticos sanos y eficaces de trabajar y mantener
- B. Materiales y provisiones arregladas o guardadas en sus propios lugares
- C. Herramientas y accesorios puestos seguramente en gabinetes, perchas, o en otros locales para atesorar
- D. Áreas de trabajo y bancos de herramientas limpios de basura y de otros riesgos
- E. Los suelos bien limpiados y libres de basura u otros desperdicios
- F. Los pasillos, áreas de tránsito, y las salidas libres de materiales y otros obstáculos
- G. Materiales flamantes dispuestos correctamente o envasados en recipientes aprobados

- H. Los trapos aceitosos contenidos en recipientes metales del tipo que se cierra automáticamente
- I. Las escobas, cepillos, y otros equipos suficientes y listos para mantener el taller

VII. Las clases de incendios

- A. Clase A--Los incendios que ocurren en materiales flamantes ordinarios como la madera, los trapos, y la basura
- B. Clase B--Los incendios que ocurren con los líquidos inflamables, como gasolina, aceite, grasa, pintura, y químicas para atenuar la pintura
- C. Clase C--Los incendios que ocurren en o cerca del equipo eléctrico como los motores, conmutadores, y conductores de electricidad
- D. Clase D--Los incendios que ocurren con metales flamantes como el magnesio

VIII. Tipos de extintores de incendios

- A. El agua apresurada--Se usa para los incendios de Clase A
- B. El ácido--soda--Se usa para los incendios de Clase A
- C. El Dióxido de carbono (CO_2)--Se usa para los incendios de las Clases B y C
- D. Química seca--Se usa para los incendios de las Clases B, C, y D
- E. Espuma--Se usa para los incendios de Clases A y B

IX. Componentes del triángulo de fuego

- A. Combustible--Todo lo que sirve de alimento al fuego
- B. Calor--bastante para calentar las sustancias inflamables hasta el grado de calor necesario para quemarse
- C. Orígeno--necesario para mantener el acción del fuego sobre las sustancias inflamables

(NOTA: Se necesita los tres componentes juntos para iniciar un fuego, y el fuego se apaga con la falta de cualquier parte de los tres)

PRUEBA DE LA SEGURIDAD GENERAL

Al estudiante: Escribe las respuestas al lado de las letras o números.

1. Términos y definiciones

A. La Seguridad--

B. El Accidente--

C. Los Primeros Auxilios--

2. Los colores y aplicación del código de seguridad de color

A. Rojo el color básico para identificación de: :

1.

2.

3.

B. Amarillo, el color básico para señalar:

1.

2.

3.

4.

C. Anaranjado, el color básico para señalar:

1.

2.

3.

D. Purpúreo, el color básico para señalar:

1.

E. Verde, el color básico para señalar:

1.

3. Escribe ocho reglas para la seguridad personal:

1.

2.

3.

3. Cont.

4.

5.

4. Escribe las tres condiciones para reportar al profesor:

1.

2.

3.

5. Escribe diez reglas generales de seguridad para el taller

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

6. Escribe cinco métodos para mantener un taller limpio y seguro:

1.

2.

3.

4.

5.

7. Explique las siguientes cuatro clases diferentes de incendios:

1. La Clase A--

2. La Clase B--

3. La Clase C--

4. La Clase D--

3

8. Escribe la letra (o las letras) A, B, C, D para indicar la clase (o clases) de incendio que debe estar apagado por cada de los etintores de incendio siguientes:

1. El tipo del agua apresurada--
2. El tipo del ácido-soda--
3. El tipo del dióxido de carbono (CO_2)--
4. El tipo de la química seca--
5. El tipo de espuma--

9. Escribe los componentes del triángulo de fuego y explique cada uno:

- 1.
- 2.
- 3.

Recuerde: Se necesitan juntos los tres componentes para iniciar un fuego; el fuego se apaga con la falta de cualquier parte de las tres.

APPENDIX H
DECLARACIÓN DE SEGURIDAD

YO HE RECIBIDO UNA COPIA DE LAS REGLAS DE SEGURIDAD DEL TALLER PARA ESTUDIAR Y PARA GUARDAR EN MI CUADERNO. YO HE LEÍDO Y HE ESTUDIADO LAS REGLAS ESPECÍFICAS DE SEGURIDAD PUESTAS EN LAS MÁQUINAS Y EN EL TALLER, Y HE TOMADO Y HE PASADO CADA EXAMEN DE SEGURIDAD ADMINISTRADO POR EL INSTRUCTOR.

YO COMPREENDO COMPLETAMENTE TODAS LAS REGLAS DE SEGURIDAD PERTINENTES A ESTE TALLER. AHORA SIENTO QUE TENGO SUFICIENTE INSTRUCCIÓN DE SEGURIDAD PARA PODER USAR EL EQUIPO DEL TALLER.

MI CONOCIMIENTO DE LA SEGURIDAD DEL TALLER ES RAZONABLE, COMO INDICADO POR EL GRADO POR CIENTO EN MI EXAMEN DE SEGURIDAD.

FIRMA DEL ESTUDIANTE _____

FIRMA DEL INSTRUCTOR _____

FECHA _____

APPENDIX I

Supplementary Curriculum Materials in Spanish

The Bilingual Publications Company
1966 Broadway
New York, N.Y. 10023

Cabinet Making and Interior Finishing

Basic Handbook of Carpentry

Applied Carpentry and Cabinet Making

Methods of Finishing

The Art of Upholstery

Get the Most Use out of Your Planing Machine

Get the Most Use out of Your Circular Saw

Get the Most Use out of Your Abrasive Tools

Electrical Trades

Home Electrical Installations

Electrical Installations, Theory and Practice

Fundamentals of Electricity

Introduction to Electricity

Auto Mechanics

Car Engines

Check-Ups and Tune-Ups

Electrical Equipment in Cars

Auto Mechanics

Farm Equipment Repair

Gasoline Engines

Diesel Engines

Manual for the Metal Welder

APPENDIX J

SELF-ASSESSMENT FOR BILINGUAL VOCATIONAL TRAINING

Key:

- 1 Satisfactory
- 2 Requires Improvement
- 3 Not Acceptable

I. Section One: Recruitment

- ___ 1. Procedures for recruitment are established.
- ___ 2. Screening and Placement techniques are adequate.
- ___ 3. Students recruited and placed are likely to complete training.

II. Section Two: Training Program

(Coordination of Instructional Components)

- ___ 1. Academic and vocational teachers coordinate assessment of LESA trainees' needs.
- ___ 2. Academic and vocational teachers coordinate lesson presentations.
- ___ 3. Academic and vocational teachers monitor student progress.

(Skills Development)

- ___ 1. Criterion-referenced objectives are made clear for each step of the program.
- ___ 2. Provision is made for learners to proceed at their own speed.
- ___ 3. Learners are made aware of their daily progress in achieving objectives.
- ___ 4. Positive reinforcement is given throughout the learning program.
- ___ 5. Simulation and actual hands-on learning is provided.
- ___ 6. Provision is made for peer-group learning when instruction in English is not understood.

(Academic Development)

- ___ 1. Criterion-referenced objectives are made clear for each phase of the basic skills areas.
- ___ 2. Provision is made for learners to proceed at their own speed.

- 3. Learners are made aware of their daily progress in achieving objectives.
- 4. Positive reinforcement is given throughout the learning program.
- 5. Language training is associated and integrated with the job-skill components.

III. Section Three: Instructional Materials

(Skills Development)

- 1. Curriculum bulletin hand-outs are suitable for bilingual training in that they are easily adaptable to an oral approach and to direct, hands-on training.
- 2. Commercially produced textbooks and materials supporting the curriculum guides are at a reading level conducive for bilingual training.

(Academic Development)

- 1. Curriculum bulletins are satisfactory for placing LESA students at functional levels in the basic skills areas.
- 2. Language development includes the utilization of word lists and structures for the mastery of English essentials needed to perform job skills.

IV. Section Four: Program Management

- 1. Project coordinator meets with individual instructor components for periodic program assessments.
- 2. Project coordinator assists individual instructor components when requested to do so.
- 3. Project coordinator maintains lines of communication between academic and vocational instructor components.

OVERALL COMMENTS _____

Adapted from Monograph for Bilingual Vocational Training, Development Associates, Inc., September, 1979.

WINDHAM SCHOOL SYSTEM
TEXAS DEPARTMENT OF CORRECTIONS
EDUCATIONAL PROGRAM OFFERINGS

BETO UNIT

Basic Academic Program
Special Education
Health and Physical Education

Industrial Cooperative Training

CENTRAL UNIT

Basic Academic Program
Competency Based High School
Diploma Program
Health and Physical Education
Special Education
Speech Therapy

Drafting
Occupational Orientation
Vocational Adjustment Training
Welding

CLEMENS UNIT

Basic Academic Program
Bilingual Education
Competency Based High School
Diploma Program
Health and Physical Education
Special Education
Speech Therapy
Title I

Vocational Agriculture Cooperative
Training
Barbering
Bricklaying
Drafting
Electrical Trades
Industrial Cooperative Training
Occupational Orientation
Piping
Radiator Repair
Small Engine Repair
Vocational Adjustment Training

COFFIELD UNIT

Basic Academic Program
Competency Based High School
Diploma Program
Health and Physical Education

COFFIELD UNIT (Continued)

Special Education
Title I
Typing

Bricklaying
Industrial Cooperative Training
Vocational Adjustment Training
Welding

DARRINGTON UNIT

Basic Academic Program
College Prep Program
Competency Based High School
Diploma Program
Health and Physical Education
Music
Special Education
Speech Therapy

Auto Mechanics
Industrial Cooperative Training
Occupational Orientation
Vocational Adjustment Training
Welding

EASTHAM UNIT

Basic Academic Program
Bilingual Education
Competency Based High School
Diploma Program
Music
Special Education

Auto Mechanics
Cabinetmaking
Electrical Trades
Farm Equipment Repair
Interior Finishing
VEH Construction Trades
Vocational Adjustment Training

ELLIS UNIT

APL

ELLIS UNIT (Continued)

Art
 Basic Academic Program
 Health and Physical Education
 Special Education

Industrial Cooperative Training
 Sheet Metal
 Vocational Adjustment Training

FERGUSON UNIT

Phase IV High School Credit Program
 Art
 Basic Academic Program
 Bilingual Education
 Competency Based High School
 Diploma Program
 Life Skills
 Music
 Special Education
 Title I
 Speech Therapy

Auto Body Repair
 Auto Mechanics
 Building Trades
 Cabinetmaking
 Commercial Cooking
 Industrial Cooperative Training
 Machine Shop
 Meat Cutting
 Occupational Orientation
 Radio and T.V. Repair
 Refrigeration and Air
 Conditioning Repair
 Upholstery
 VEH Commercial Cooking
 VEH Construction Trades
 Vocational Adjustment Training
 Welding

GATESVILLE UNIT

Art
 Basic Academic Program
 Competency Based High School
 Diploma Program
 Music
 Special Education

GATESVILLE UNIT (Continued)

Building Trades
 Industrial Cooperative Training
 Welding

GOREE UNIT

Art
 Basic Academic Program
 Competency Based High School
 Diploma Program
 Health and Physical Education
 Music
 Pre-release Education
 Special Education
 Title I

Cosmetology
 Floriculture
 Home and Community Services
 Horticulture

HUNTSVILLE UNIT

Art
 Basic Academic Program
 Competency Based High School
 Diploma Program
 Health and Physical Education
 Music
 Special Education
 Auditory
 Visual
 Regular
 Typing (Business)

Horticulture
 Industrial Cooperative Training

JESTER I UNIT

Health and Physical Education
 Pre-release Education

JESTER II UNIT

Basic Academic Program
 Health and Physical Education
 Special Education
 Speech Therapy

MOUNTAIN VIEW UNIT

Art
 Basic Academic Program
 Competency Based High School
 Diploma Program
 Health and Physical Education
 Life Skills
 Music
 Special Education
 Title I

Coordinated Vocational Academic
 Education-Office Duplication
 Drafting
 Industrial Cooperative Training
 Vocational Adjustment Training

RAMSEY I UNIT

Basic Academic Program
 Competency Based High School
 Diploma Program
 Health and Physical Education
 Special Education
 Speech Therapy

Auto Body Repair
 Auto Mechanics
 Auto Transmission
 Industrial Cooperative Training
 Occupational Orientation

RAMSEY II UNIT

Basic Academic Program
 Competency Based High School
 Diploma Program
 Health and Physical Education
 Special Education
 Speech Therapy
 Title I

Drafting
 Industrial Cooperative Training
 Occupational Orientation
 Vocational Adjustment Training

RETRIEVE UNIT

Basic Academic Program
 Competency Based High School
 Diploma Program
 Health and Physical Education
 Special Education
 Speech Therapy

Graphic Arts
 Industrial Cooperative Training
 Occupational Orientation

WYNNE UNIT

Basic Academic Program
 Health and Physical Education
 Music

 Band
 Choir
 Special Education

Industrial Cooperative Training
 Small Engine Repair
 Vocational Electronics
 Welding

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